2011 UPDATE:
CRT TEST ADMINISTRATION,
ACCOMMODATIONS,
AND TEST SECURITY

Judy Snow, State Assessment Director

Welcome to the CRT Test Administration Training. This PowerPoint is scripted so that test coordinators may deliver the training. Please download the Power Point rather than using it from the internet.

This presentation contains 53 slides. You may want to add slides that are specific to your system or school procedures. Thank you for using this.

This PowerPoint will cover materials, accommodations, test security, and test administration.

TEST ADMINISTRATION MATERIALS
ALL ARE ONLINE

- ✕ Resources:
  - + 2011 Test Coordinator and Administration Manuals
    - ✕ Print copies sent by MP and online
  - + 2011 Accommodations Guidance and Test Security Manuals Including Non-Disclosure Forms
    - ✕ Print copies mailed by OPI and online
  - + 2011 Training PowerPoints—online only
    - ✕ With audio, can be viewed online
    - ✕ Without audio and with script—to be downloaded
    - ✕ Handouts—to be downloaded
  - http://www.opi.mt.gov/curriculum/MontCAS/#p7GPc1_7

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

3

One stop shopping is online for all the non-secure materials, resources, and training Power Points.

You can access the materials by going to the OPI Assessment Page http://www.opi.mt.gov/curriculum/MontCAS/ and clicking on CRT and CRT-Alt Test Administration.

This screen shot was taken on January 20. As materials are ready (in some cases prior to the schedule that is in Volume 2 of the 2011 January JUMP), they will be posted.

Montana Comprehensive Assessment System (MontCAS)

CRT Accommodation Manual
Spring 2011

Accommodation Decisions Start with the Student

Montana Comprehensive Assessment System

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

Online only

6
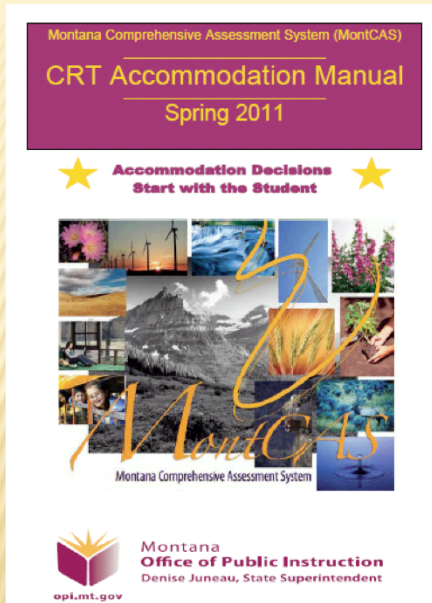
In 2011, the Accommodations Manual is provided online only. It is a good resource for background.

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Office of Public Instruction
P.O. Box 202501
Helena, MT, 59620-2501
(406) 444-3095
(888) 231-9393
(406) 444-0169 (TTY)
opi.mt.gov

TO: System Test Coordinators, Test Administrators, Special Education Directors and Teachers,
           System and Building Administrators
FROM: Judy Snow, State Assessment Director
DATE: February 2011
RE: Accommodations for the Spring 2011 Criterion-Referenced Test (CRT)

- The accommodations for the Spring 2011 CRT are the same as in 2010. However, this memo and the *Spring 2011 CRT Accommodation Manual* provide clarification on many of the accommodations.
- System Test Coordinators can access the *Spring 2011 CRT Accommodation Manual* online at: http://www.opi.mt.gov/curriculum/MontCAS/#p7GPc1_7

Currently online and to be mailed by OPI Feb. 7-11

The accommodations guidance memo is online and will be mailed by OPI Feb. 7-11. This abbreviated version provides guidance for administering the CRT with accommodations. Please note that there is more detailed information on some of the accommodations later in this Power Point and included on the following test security documents: Teacher information Sheet and the Test Coordinator and Principal/ Authorized Representative Test Security Agreements.

Also, please discard the accommodations flip cards that were published a few years ago.   They are out of date including having different numbers for specific accommodations.
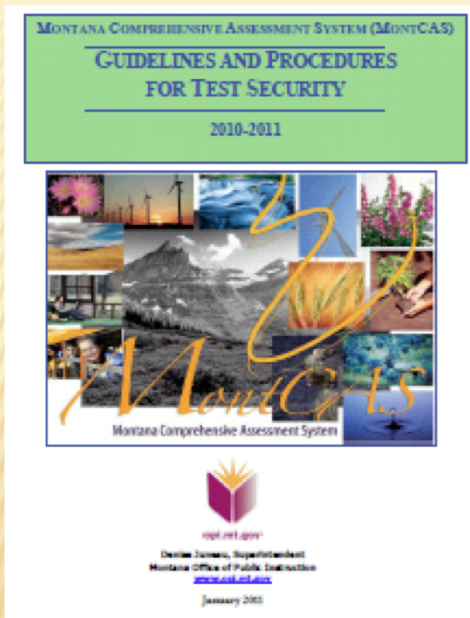
Currently Online
Print copies to be mailed
by OPI Feb. 7-11

The Guidelines and Procedures for Test Security are online. Print copies will be mailed by OPI Feb. 7-11.
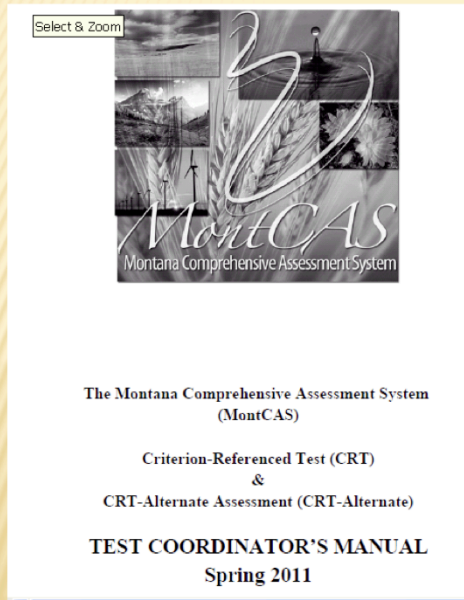
Currently Online
Print copies to be received
by System Test
Coordinators
Feb. 1-8

The Test Coordinator's Manual will be shipped to System Test Coordinators by Measured Progress and will arrive Feb. 1-8.

Currently Online
Print copies to be received
by System Test
Coordinators
Feb. 1-8

The Montana Comprehensive Assessment System
(MontCAS)

Criterion-Referenced Test (CRT)

TEST ADMINISTRATOR'S MANUAL
Spring 2011

And, the Test Administrator's Manuals will be with the Test Coordinators Manual in the same shipment.

Online only

The CRT-Alternate Administration Manual is online only.

WHAT'S NEW

- Non-secure materials including training Power Points are posted online.
- Expanded accommodations reminders
- Grade 10 enrolled students:
  - Montana Youth Challenge Academy
  - Digital Academy
  - Montana Job Corps
- Enrolled students who did not participate in the CRT or CRT-Alternate

1. With the exception of the CD for the CRT-Alternate administration, all training Power Points will be online and not on CDs.

2. Please refer to the teacher information sheet and test-security agreements for more detailed information on accommodations than are in the guidance memo.

3. Grade 10 students who enrolled in the Montana Youth Challenge Academy (MYCA) in January are required to participate in the CRT. If the grade 10 student was identified in AIM by January 28, 2011 as a student at the MYCA, the testing materials and barcode label will be sent to the MYCA where the test will be administered by a trained administrator. The answer booklets and other materials will be returned to Measured Progress. The participation and results of those students' participation will be reported at their schools. If the students were not identified in AIM by January 28, please contact OPI with the state student ID.

4. Grade 10 students enrolled in a public high school for 181 hours or more, including taking classes through the Montana Digital Academy, are required to participate in the CRT where they are enrolled.

5. Grade 10 Montana students enrolled in the Job Corps are required to participate in the CRT. AIM enrollment data will be used to identify those students and OPI will make arrangements for their participation.

6. **Enrolled Students Who Did Not Participate in the CRT or CRT-Alternate**

REMINDERS

- Delays in accurate AIM data entry or return of used Answer Booklets could impact timely reporting of results and/or impact individual district or school AYP results.

- Any missing Test Booklets or delays in returning them to Measured Progress are considered a security breach and will be treated as a serious testing irregularity and could impact AYP results.

Delays can be costly.   They could impact timely reporting of results or individual district or school AYP results.

Please use the timelines later in this Power Point and also in Volume 2 of the 2011 January JUMP for important dates for entering data and returning materials.

Missing test booklets or delays in returning them are considered serious security breaches and will be considered testing irregularities. AYP results could be impacted.

ACCOMMODATIONS ARE CHANGES IN THE STANDARD PRACTICES AND PROCEDURES USED TO TEACH AND ASSESS STUDENTS.

Accommodations differ from instructional strategies and are determined on an individual not a group basis.

Generally, accommodations fall into four categories: presentation, response, setting, and timing/scheduling.

In 2010, OPI clarified the accommodations listed on this slide. That clarification accompanies the accommodation on pages 2-5 of the 2011 Accommodations Guidance Memo. Some of the accommodations will be highlighted on the following slides.

ACCOMMODATIONS REMINDERS

5.Small Group Administration
- No more than 15 students
- Oral presentation small groups should be no more than 5 students

Equipment Accommodation

14. Template

Text Displayed in this window.

17

Small group administration:

Depending on the reason for the small group administration, 15 students may be too many. Be careful that each student's needs are considered.

Oral presentation optimally should be no more than 3 students; however, in unusual cases, 5 may be appropriate.

A template is a piece of paper or card stock with a window in it allowing a student to isolate text or parts of a question.

ACCOMMODATIONS REMINDERS

Equipment Accommodations and Recording accommodations #16, 17, 19, and 20 specify the following guidance:

+ Regardless of the device or method used in the accommodation, the test administrator must transfer what the student said/wrote/indicated directly into the appropriate space in the answer booklet.

+ The student may review what the test administrator transferred, but the test administrator may not initiate any changes.

+ Student answers must be entered into the answer booklet NOT on a separate piece of paper.

Accommodations 16, 17, 19, and 20 require the test administrator to transfer answers to the Answer Booklet. The answer must be directly transferred into the Answer Booklet, word for word, including punctuation, with a number 2 pencil and not be on a separate piece of paper. The test administrator may not clarify, elaborate, or make any changes not initiated by the student. Please read the full clarification in the Accommodations Manual for each accommodation.

ACCOMMODATIONS REMINDERS

Recording Accommodation
21. Assistive Technology

Assistive technology is another form of technology (not already specified by another accommodation) that does not change the intent or content of the test, but is routinely used by the student (not groups of students) to take the test. Please check with the State Assessment Director for guidance.

ACCOMMODATIONS REMINDERS

Modality Accommodation

22. Oral Presentation as a Standard Accommodation

✖ **Math and Science:**

+ Tests may be read aloud to a student by the Test Administrator as a standard accommodation.

✖ **Reading:**

+ Test **questions and answer choices** may be read aloud to a student by the Test Administrator as a standard accommodation. The reading passages MAY NOT be read aloud to a student as a standard accommodation.

One of the most common accommodations is oral presentation of the assessment. This should be a low-incidence accommodation. Reading aloud of the math and science tests is allowed as a standard accommodation, because it does not alter what the test is designed to measure.

•Before reading aloud, the test administrator should advise students that each item and answer choice will be read aloud in exactly the order as presented.

•Questions and answer choices can be repeated at the end of a session in case the students wish to review or check their work.

•For the reading portion of the test, the oral presentation is limited because reading aloud the passages would alter what the test is designed to measure.

•For a standard accommodation, the reading passages MAY NOT be read aloud to the student, and a student cannot request or be given help in reading or pronouncing any part of the passage.

•ONLY the question and answer choices on the reading assessment may be read aloud to a student as a standard accommodation. It is advised that the questions be read aloud to the student before he/she reads each passage. After the student has read the passage, the test administrator must read the questions and answer choices word-for-word one at a time in exactly the order as presented.

•Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions

GUIDELINES FOR
ORAL PRESENTATION ACCOMMODATION

- Assessment results support the accommodation.
- Documentation of remedial reading services and/or special education and supplementary aids and services.
- Through classroom assessment, it has been determined and documented that the student benefits from oral presentation as her/his way of learning.

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

21

Again, this accommodation should be a low-incidence accommodation and should be provided with extreme caution. It is considered an accommodation most appropriate for students with IEPs or 504 plans. You should consider the following three points to determine the appropriateness of this accommodation for each student.

1. Assessment results are available to support the determination that the student's disability precludes or severely limits the student's ability to gain meaning from written language; and

2. There is documentation of remedial reading services and/or special education and supplementary aids and services; and

3. Through classroom assessment, it has been determined and documented that the student benefits from oral presentation as her/his way of learning. This accommodation could be applicable for LEP students whose oral and aural proficiencies (listening and speaking) significantly exceed their English reading and writing skills, meaning the student recognizes a word when spoken, but not written.

CAUTIONS
ORAL PRESENTATION ACCOMMODATION

- This accommodation should be a low-incidence accommodation.
- Oral presentation should be limited to small groups of 3-5 students.
- In advance of the test sessions, students should be advised to follow along with the text as it is being read.

This slide highlights a few cautions about oral presentation.

This accommodation should be a low-incidence accommodation, most always for students with IEP or 504 plans. Oral presentation should be limited to small groups of three to five students.

In advance of the test sessions, students should be advised to follow along with the text as it is being read.

ORAL PRESENTATION AS A NON-STANDARD ACCOMMODATION

✖ Reading:

  + Reading aloud of the reading passages to a student or the student using text-reader software for reading passages is considered a non-standard accommodation.

Oral presentation is considered a non-standard accommodation when the passage is read aloud or a text-reader or some other form of technology "reads" the passage to the student.

STANDARD ACCOMMODATIONS REMINDERS

- There is no standard accommodation (including oral presentation) that provides an opportunity for a student to request or receive help on a specific word, phrase, line, pronunciation, definition, item, question, answer choice or any part of the assessment.
- Standard accommodations do not override standard administration of the CRT or the need for independent work by the students.
- Allowable standard accommodations for the CRT that are described in a student's IEP/504 Plan should match those used during the administration of the CRT.
- Non-standard accommodations for the CRT that are described in a student's IEP/504 Plan should be used during the administration of the CRT.

24

This slide and the next one include extremely important reminders about accommodations and test administration. Some, but not all of them, are included on the accommodations guidance memo; however all of the ones presented here are included on the teacher information sheet as well as on the system test coordinator and principal/authorized representative test security agreements.

The reminders are the result of requests for clarification about accommodations.

STANDARD ACCOMMODATIONS REMINDERS

- ✖ * Accommodations suggested as appropriate for Limited English Proficient (LEP) students.

- ✖ ** Most appropriate for use with students who have an IEP or 504 plan. Remember, the accommodations used must be listed in the student's IEP or 504 plan. In unusual circumstances, a student without an IEP or 504 plan may require an accommodation keyed with **. Please contact the state assessment director for questions to determine if the unusual circumstance for a student without an IEP or 504 plan merits their use.

25

Please remember that accommodations are on an individual basis whether the student is on an IEP or 504 or plan, an LEP plan, or a general education student. Accommodations are not instructional strategies used for an entire class.

IMPACT OF ACCOMMODATIONS ON TEST SCORES

Standard Accommodations change the way in which a student participates in a test, but do not alter what the test is designed to measure.	**Nonstandard Accommodations** change the nature of what is being measured by a test.
Impact on Validity of Test Score: none; score can be aggregated with scores of students taking the test without accommodations.	**Impact on Validity of Test Score:** The score becomes invalid; the student becomes a non-participant when calculating participation rates for AYP, and the score is not included in calculating a school's proficiency rate for AYP.

26

Standard accommodations do not alter what is being tested.

Non-standard accommodations do alter what is being tested.

If a non-standard accommodation is specified in an IEP, 504, or LEP plan, it should be used in the administration of the CRT.

The implication of a non-standard accommodation on AYP results:

1.Participation: The student who participates with a non-standard accommodation is not considered a participant in the calculation of AYP. An example is in a group of 100 students, for the 95% participation rate, 95 need to participate. If 5 do not participate and 1 participates with a non-standard accommodation, the participation rate is 94%, 1 point below the required 95%.

2.Annual Measureable Objective (AMO): The proficiency level of a student who participates with a non-standard accommodation is not calculated in AYP averages. There has been much confusion and rumor that a non-standard accommodation equals a novice score. This is not the case. The score not novice and is not included in any calculations for AYP AMOs.

ELIGIBILITY FOR ACCOMMODATION USE FOR THE CRT

Student Population	Parameters for use of Standard Accommodations	Parameters for Use of Nonstandard Accommodations
General Student Population	•Can be used, based on individual student need; •Must be a practice routinely used by this student in classroom instruction and assessment for at least 2-3 months prior to testing; •Accommodation(s) used must be coded in the Student Answer Booklet on page 2.	•Not allowed under any circumstances.
Students with IEPs or 504 Plans	•Can be used, based on individual student need; •Need for accommodation is documented in the student's IEP/504 Plan; •Accommodation(s) used must be coded in the Student Answer Booklet on Page 2.	•Can be used if need for accommodation is documented in the student's IEP/504 Plan; •Accommodation(s) used must be coded in the Student Answer Booklet on Page 2; •Student's results for content area will not be calculated in the averages for AYP determination. •Student will be considered a non-participant in the calculation of the AYP participation rate.
LEP Students	•Can be used, based on individual student need; •Must be a practice routinely used by this student in classroom instruction and assessment for at least 2-3 months prior to testing; •Accommodation(s) used must be coded in the Student Answer Booklet on page 2.	•Can be used if need for accommodation is documented in the student's IEP/504 Plan or after consultation with the OPI bilingual specialist; •Accommodation(s) used must be coded in the Student Answer Booklet on Page 2; •Student's results for content area will not be calculated in the averages for AYP determination. •Student will be considered a non-participant in the calculation of the AYP participation rate.

This table outlines the eligibility for accommodations on the CRT. Please note that although standard accommodations are available to the general student population, there are parameters including the one listed on slide 15 which explains that accommodations coded with a double asterisk are

"most appropriate for use with students who have an IEP or 504 plan. Remember, the accommodations used must be listed in the student's IEP or 504 plan. In unusual circumstances, a student without an IEP or 504 plan may require an accommodation keyed with **. Please contact the state assessment director for questions to determine if the unusual circumstance for a student without an IEP or 504 plan merits their use."
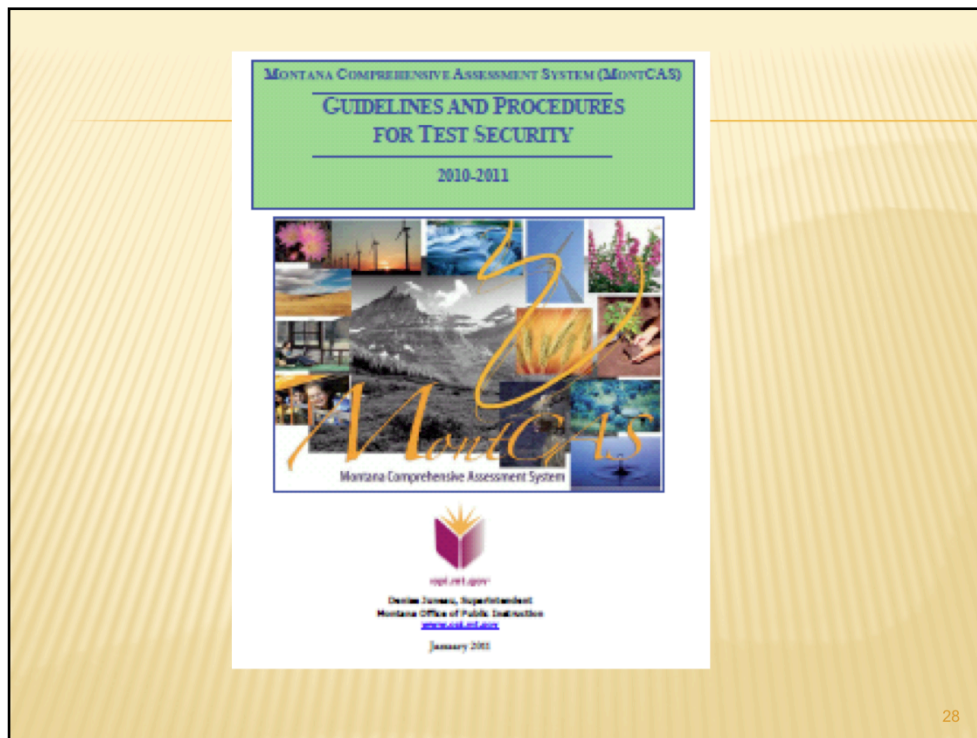
Test security is necessary to standard administration of the CRT and CRT-Alternate assessments.

And, leads to accurate and reliable data.

PURPOSE OF GUIDELINES

× Maintain integrity of the Montana Comprehensive Assessment System

× Standard procedures and standard conditions

× Accurate, reliable, and valid results

30

The guidelines are intended to provide specific details on standard procedures and conditions for testing.

TEST SECURITY ISSUES

+ Testing Irregularity
+ Secure Test Materials
+ Late or Missing Materials
+ Procedural/Administration Issues
    × Security Breach
    × Coaching
+ Reporting
    × Testing Irregularity Report (TIR)

31

You will notice several items listed on this slide and that Late or Missing Materials constitutes a test security issue.

TESTING IRREGULARITY

✖ Definition: Any event (before, during, or after testing) that could potentially impact the security of the test or the accuracy of the test data.

✖ Includes any actions or precautions that vary from directions specified by testing contractor manuals or OPI.

✖ Can constitute a security breach which could result in invalidating student scores and impacting AYP determinations.

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

32

Testing irregularities can be serious and may impair the standard administration of the assessment or the security of the materials. Student scores may be invalidated, and AYP determinations may be impacted.

TEST SECURITY–MATERIALS

- All test items and responses to those items are <u>secure materials</u> and may not be copied or duplicated in any way.
  - The System Test Coordinator is responsible for collecting, inventorying, and returning all test booklets to Measured Progress.
  - School test coordinators are responsible for the security of testing materials and their return to the System Test Coordinator.
- Late or missing materials

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

33

All test items and responses are secure and may not be copied or duplicated in any way.

As you know, some of the items on the CRT are embedded as field test items. Students are not scored on these items, but they are important for future test development. No one, including test administrators may read (unless required by an accommodation) or discuss any of the items. And, of course, no part of the test may be copied. In addition, test administrators need to keep testing materials secure between sessions and during the testing window and return all required materials to Measured Progress on time.

CRT materials are returned to Measured Progress; however, the math reference sheets may be kept as they will be posted online.

All test booklets and answer booklets must be returned to Measured Progress on time. Late or missing booklets constitutes a serious security breach and could result in the invalidation of student results for schools and/or systems.

All testing materials need to be considered "Top Secret" and kept secure. Not maintaining the security of the materials is a security breach. All materials should be checked out and checked in and an inventory maintained at all times.

No test booklet should be reviewed or read by anyone but students during testing unless oral presentation or another accommodation requiring dictation or other accommodations.

On rare occasions, there may be a situation in which a student suggests there is something wrong with a question. In this case, it may be necessary to look at the question with the student. Please tell the student to do her/his best but not to worry about it because you will have it checked, and if it the question is flawed, it will not be scored. There is no need to interrupt the class or to advise other teachers until you have contacted OPI with the following information: the grade, content, session, question #, and form of the test booklet.

We will immediately check the question, and if there is a problem with it, it will not be scored, and we will advise all system test coordinators.

Test Booklets and Answer Booklets contain secure information, therefore all test booklets and answer booklets must be returned to Measured Progress **on time**. Late or missing booklets constitutes a serious security breach and could result in the invalidation of student results for schools and/or systems. School test coordinators are responsible for returning all materials to the System Test Coordinator. The System Test Coordinator is responsible for collecting, inventorying, and returning all test booklets to Measured Progress.

PROCEDURAL–SECURITY BREACH

✕ A security breach is a violation of a testing procedure that gives an unfair advantage to a student or a group of students and could jeopardize the security and integrity of the tests and/or resulting data.

Another test security issue is in the administration of the test. Statewide testing is dependent on standard administration so that no student has an unfair advantage. A security breach violates testing procedures and gives an unfair advantage to a student or to a group of students.

ACCOMMODATIONS AND TEST SECURITY

✖ Remember accommodations are determined on an individual, not a group, basis.

- For the CRT, standard accommodations are available to all students on an individual basis and if the accommodation has been a part of the student's classroom and assessment routine for 2-3 months prior to testing.

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

37

Guidelines for accommodations are included in the OPI *CRT Accommodation Manual for Spring 2011, the 2011 Guidance Memo,* and the 2011 *CRT Accommodations* PowerPoint. All are online. The Guidance Memo is also included in the package from OPI. Accommodations are designed to maintain the integrity of the testing while providing assistance to students without giving anyone an unfair advantage. Be sure to review the *Guidance Memo,* the PowerPoint, and the Test Coordinator materials for guidance and include that guidance in all training.

Remember accommodations are determined on an individual, not a group, basis.

For the CRT, standard accommodations are available to all students on an individual basis including in an IEP or 504 or LEP plan or part of the student's classroom and assessment routine for 2-3 months prior to testing.

MAINTAINING A STANDARDIZED TEST ENVIRONMENT

- "Do NOT" activities are listed in the *Guidelines and Procedures for Test Security*
  - **Do not** answer questions related to the test
- Do" activities are also listed in the *Guidelines*
  - **Do** cover or remove bulletin boards and instructional aids
  - **Do** ensure that no student has any form of assistance or material that other students in the state do not have.
  - **Do** clear home screen (not memory) of calculators both before and after calculator use sessions.

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

38

Do not answer questions related to the test. It is important to provide instructions and directions prior to the test and to write reminders on the board such as when to stop, not to go back to a previous session, to check answers, to return to questions and try again. These are global reminders which you may repeat to the entire group during testing; however, it is recommended that you advise students ahead of time that you may interrupt the group to give them a time check and to remind them of the above.

Covering or removing materials is important. It's impossible to list everything that might be on the walls or desks or back of desk chairs or floors in all classrooms; however, "when in doubt call or remove."

And calculator screens should be cleared by the teacher both before and after calculator use sessions.

COACHING

- ✖ Coaching is a type of a procedural security breach.
- ✖ Examples:
  - + Providing answers to students
  - + Changing student responses
  - + Influencing student responses to test questions by offering hints, clues, cues, facial expressions, nods, voice inflections, or any other manner of assistance that could impact a student's answers.

39

Body language is powerful. Even walking up and down and the aisles and stopping by a student can influence the student.

OPI TEST SECURITY–REPORTING

× Any concern about breaches in test security or noncompliance with test administration procedures must be reported immediately to the principal and system test coordinator and to the State Assessment Director and a Testing Irregularity Report (TIR) completed and submitted.

× *OPI Guidelines and Procedures for Test Security*
  + This OPI publication outlines procedures for reporting testing irregularities and should be made available to system superintendents, principals, and test administrators.
  + Contains the form for reporting a breach in test security or noncompliance with test administration procedures: Testing Irregularity Report (TIR)

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

40

Reporting testing irregularities is required. Some test irregularities are not serious, but they do need to be reported both by a phone call to the state assessment director followed immediately by a completed Testing Irregularity Report (TIR). It is located in the back of the Test Security Guidelines and will also be online.

TRAINING SO THAT . . .

- ✖ everyone understands the procedures for administration.

- ✖ the test is administered in a comparable way in all locations across the state.

- ✖ quality control procedures are utilized when returning test materials.

41

It is imperative that everyone involved in the test administration, maintaining secure materials, or ensuring an environment for standardized test administration be trained.

TEST SECURITY DOCUMENTATION

Form 1:
- Information sheet for teachers describing their test security responsibilities and what training they should expect.
- Each educator handling materials or administering the CRT or CRT-Alternate must receive a copy of this form so they will know what training to expect and what is expected of them.

Form 2:
- System Test Coordinators sign and return to Measured Progress with system's used Answer Booklets after testing.

Form 3:
- Principals/ Authorized Representatives sign and include with school's used Answer Booklets after testing.

The forms listed on this slide will be mailed by OPI the week of February 7. The forms are also online.

All teachers who administer the CRT or CRT-Alt should receive an information sheet outlining the training they should expect. This is Form 1.

Forms 2 and 3 are specifically for system test coordinators and principals/authorized representatives. The forms that are mailed by OPI have barcode labels on them for a specific system for the test coordinator and for specific schools for principals/ authorized representatives. These must be signed and returned to Measured Progress with the used answer booklets.

TEACHER INFORMATION SHEET

Training on key issues
- ✖ Test materials must be kept secure when not being used for testing.
- ✖ Test materials must not be reproduced (unless directed to do so for specific circumstances or assessments) or in any way released without the written consent of the Montana Office of Public Instruction.
- ✖ Test items, questions, reading passages, or performance tasks may not be shared or discussed.
- ✖ All test booklets and answer booklets must be returned to Measured Progress on time.
- ✖ In the testing classroom:
  - + What constitutes coaching?
  - + What materials can and cannot be displayed in the testing classrooms?
  - + Accommodations with expanded reminders

Calculator use

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

43

Please note that all three forms include expanded reminders about accommodations; some of the reminders are not in the accommodations manual or guidance memo but are important.

SYSTEM TEST COORDINATOR SECURITY AGREEMENT

Responsible for

+ The training of educators who handle testing materials and/or administer the assessment(s).
+ Secure materials.
+ Notifying OPI of testing irregularities.

Form 2 outlines the responsibilities and includes accommodations reminders.

PRINCIPAL/AUTHORIZED REPRESENTATIVE SECURITY AGREEMENT

Responsible for

+ Insuring that school personnel who handle testing materials and/or administer the assessment(s) have received appropriate training regarding testing security and test administration.

+ Providing secure locations for testing materials.

+ Fostering standard administration procedures.

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

45

Form 3 outlines these responsibilities including fostering an environment to ensure the security of materials and standard administration of the assessments.
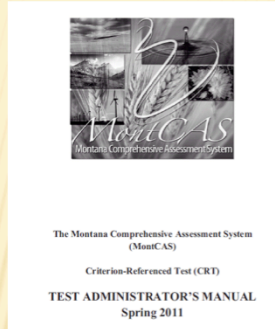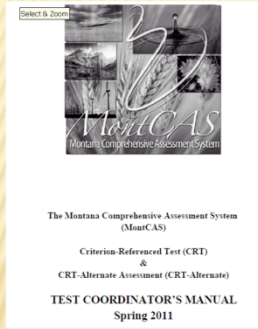
Three important manuals.

FREQUENTLY ASKED QUESTIONS

- Make up Tests
  - Sequence of sessions when one session is missed?
- Test administration personnel
  - Who should administer the CRT and the CRT-Alt?
- Disruptive students?

Should a student miss a session (s) of the assessment, the student may return and take the other sessions with her/his classmates. Test administrators should arrange make-up tests for the missed sessions. Make-up sessions should be conducted by trained test administrators and follow the standard administration practices.

When a student has missed a math session, be careful to ensure that a student does not have a calculator during a non-calculator session nor has the opportunity to return to a non-calculator session or other session.

If during classroom instruction and assessment, disruptive students are sent to different locations to complete their work, plan ahead for doing the same for the CRT. Disruptive students should not interfere with the performance of other students. Plan ahead also in case a previously non-disruptive student is disruptive.

IMPORTANT ADMINISTRATION DATES-2011

Jan 18,	Measured Progress mails CRT-Alternate Password Memo
Jan. 25 +	Test Administration Materials Posted Online
Feb. 1-9	System Test Coordinators download and print: •CRT-Alternate Test Administration Manual •CRT-Alternate Test Booklets (see memo from MP for password)
Feb. 1-8	Shipment 1 from Measured Progress
Feb 7-11	Materials from OPI
Feb. 9-24	CRT-Alternate Test Window
Feb. 16-23	Shipment 2 from Measured Progress
Mar. 1-24	CRT Test Window

48

The schedules on this and the next slide are excerpted from Volume 2 of the 2011 January JUMP. Please refer to it for more details.

These are important test administration dates.

And, these are important AIM dates.

Please remember to communicate with your AIM staff and work together.

Again, plan ahead.

WHAT'S INSIDE THE CRT SCHOOL BOXES?

- Memo
- Materials Summary
- Student labels – sorted by grade, teacher, student
- Voided Barcode Label form
- *Test Administrators Manuals* (TAM)
- Special Handling Envelope
- UPS ground label for returning test booklets
- "For Return of Used Answer Documents" envelope
- Flat box with pre-affixed UPS 2Day RS label for returning used student response booklets
- Test booklets (large print & Braille

There is another PowerPoint online on test administration materials.   It provides more details about the shipments and materials.   NOTE: Sadly, the wrapping paper and ribbons will not be part of the shipments.

The barcode label for 2011 has a new format.

OPI ASSESSMENT CONTACTS

- Gayle Allen, Administrative Specialist
  - 406-444-3511 OR gallen2@mt.gov

- Karen Richem, Assessment Specialist
  - 406-444-0748 OR krichem@mt.gov

- Judy Snow, State Assessment Director
  - 406-444-3656 OR jsnow@mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

53

Please contact OPI assessment staff with any questions. Thank you.